

Performance & Accountability Model



2008 Program Directors Fall Institute

Leadership Matters

Marriott Griffin Gate Resort, Lexington

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Performance & Accountability

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Agenda

- Purpose
- Background
- Performance Model
 - Program Performance
 - Student Performance
- Program Accountability Model
 - Program Support

Guiding Principle

Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are the gateways to postsecondary education and highly skilled employment.

Governing Principle (Senate Bill 1)

The *New Adult Education Framework*, embraces the governing principle articulated in the *Kentucky Adult Education Act of 2000*, Senate Bill 1: “...an efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and **significantly elevates the level of education of the adults of the Commonwealth.**

Governing Principle (WIA, Title II)

The performance measures shall include the following:

“Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy... Placement in, retention in, or completion of, postsecondary education... Receipt of a secondary school diploma or its recognized equivalent.”

Adult Education and Family Literacy Act

(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;

(2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;

(3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

(4) whether or not the program--

(A) is of **sufficient intensity and duration** for participants to **achieve substantial learning gains**; and

(B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a **strong foundation of research** and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant **outcomes** and to monitor **program performance** against the eligible agency **performance measures**; and

(12) whether the local communities have a demonstrated need for **additional English literacy programs**.

Adult Education Pipeline

CURRENT INPUTS (Students)

Adult Basic Education
Adult Secondary Education
Corrections
Distance Learning
English as a Second Language
Family Literacy
Adult Education at the Workplace

How do we
increase the flow?

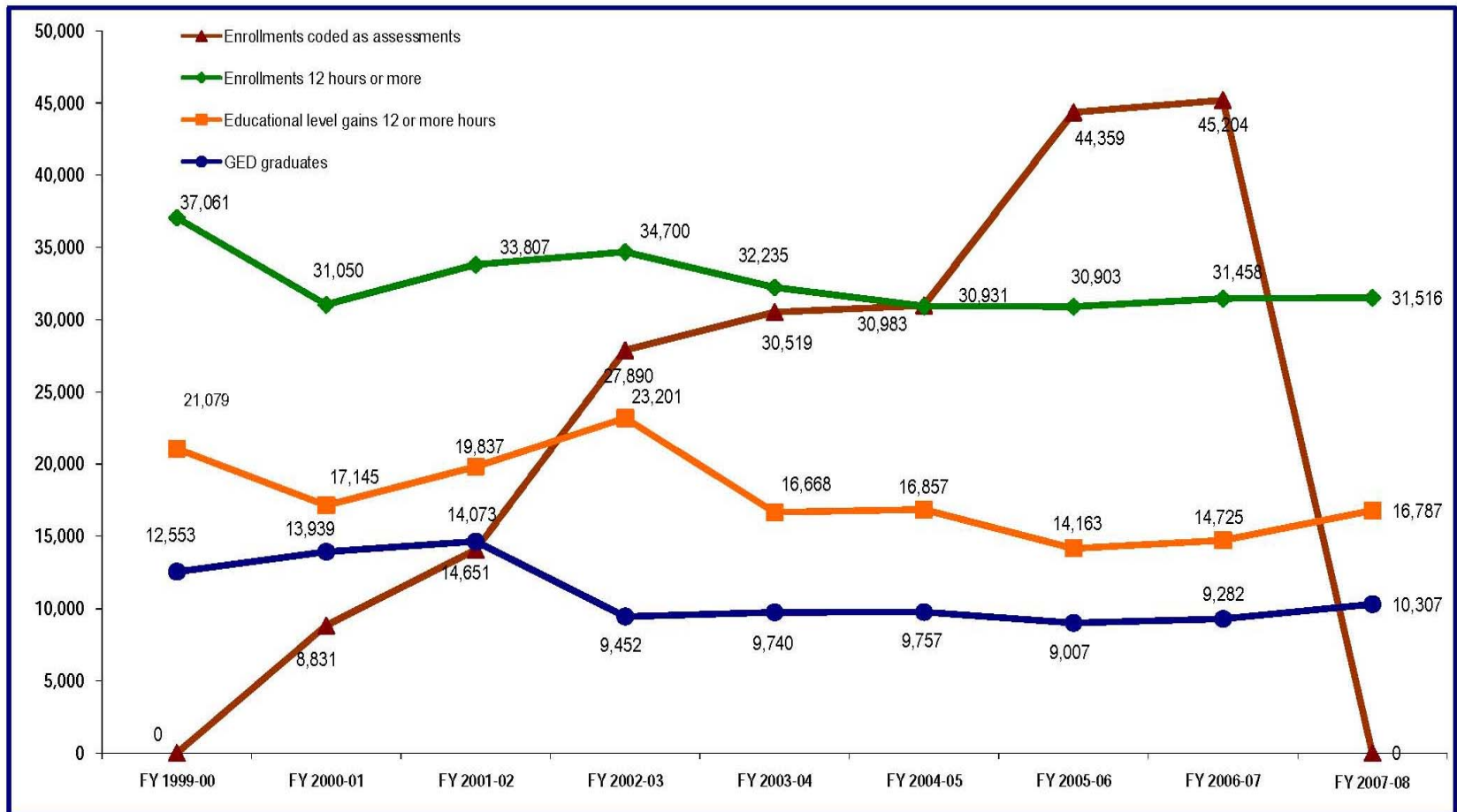
DESIRED OUTCOMES

Enrollments 12 hours or more
GED Graduates
KEC and KMSS
Educational Level Completions
Transitions to Postsecondary Education and Employment

Students leaving prior to
desired outcome

Compelling Reasons for Change

Adult Education Data Analysis FY 2000-08



Performance & Accountability Definitions

Enrollment

a student assessed and enrolled 12 hours or more in adult basic education, adult secondary education, adult education at correctional institutions, family literacy, English as a Second Language, and adult education at the workplace funded through the core services grant

Academic Performance

the percent of enrolled students completing NRS education levels in areas such as reading, math and language

Performance Measures

11 educational levels plus GED and Transitioning to Postsecondary Education

Program Performance Funding

1% of a county's core service funding for each performance measure attained
(13 possible)

Student Performance Funding

programs will be able to earn funding for KYAE-approved student outcomes

Program Performance Model

Program Performance Model – consists of enrollment, academic performance and performance measures

Program Performance Categories

- **Excellence**
- **Proficient**
- **Needs Improvement**

Program Performance FY 2008-09

| | Needs Improvement | Proficient | Excellence |
|---|-------------------|-----------------------------|---|
| Enrollment (≥12hrs) | <70% <34,999 | ≥70 - <90% 35,000-44,999 | ≥90% 45,000-50,000 |
| Academic Performance (Percent of Enrolled Students Completing Educational Levels) | < 45% | 45-52% | ≥ 53% |
| Performance Measures (13 possible) | | | 1%* per measure achieved (13% maximum) |

* Programs achieving excellence in Enrollment and Academic Performance are eligible to receive program performance funding based on meeting or exceeding each Performance Measure. All Performance Measures are valued equally (1% of county's core service funding).

Budget up to \$1M for program performance funding not to exceed 13% of core service funding (FY 2008-09). If overall program performance funding exceeds \$1M, funds will be distributed proportionately.

Academic Performance Calculation

| Educational Levels | Enrollment | |
|--|------------|----------|
| | Actual | Achieved |
| Beginning ABE Literacy Level 1 (0-1.9) | 183 | 142 |
| Beginning ABE Level 1 (2.0-3.9) | 417 | 205 |
| Low Intermediate ABE - Level 3 (4.0-5.9) | 768 | 403 |
| High Intermediate ABE - Level 4 (6.0-8.9) | 976 | 477 |
| Low Adult Secondary Education - Level 5 (9.0-10.9) | 362 | 195 |
| High Adult Secondary Education - Level 6 (11.0 - 11.9) | 205 | 0 |
| Beginning Literacy ESL | 68 | 29 |
| Low Beginning ESL | 40 | 21 |
| High Beginning ESL | 75 | 55 |
| Low Intermediate ESL | 65 | 42 |
| High Intermediate ESL | 52 | 21 |
| Advanced ESL Literacy | 47 | 31 |
| Total | 3,259 | 1,621 |
| Total (excluding High ASE) | 3,054 | 1,621 |

53%

Academic
Performance

Program Performance Example

| | County #1 (Proficient) | County #2 (Excellence) |
|--|-----------------------------------|-----------------------------------|
| Enrollment | 80% | 98% |
| Academic Performance | 49% | 53% |
| Performance Measures | 7 of 13 | 11 of 13 |
| Program Performance Funding | 0% | 11% |

Performance Measures

| | PERFORMANCE MEASURES |
|----|---------------------------------------|
| 1 | Beginning ABE Literacy |
| 2 | Beginning ABE |
| 3 | Low Intermediate ABE |
| 4 | High Intermediate ABE |
| 5 | Low Adult Secondary Education |
| 6 | Beginning Literacy ESL |
| 7 | Low Beginning ESL |
| 8 | High Beginning ESL |
| 9 | Low Intermediate ESL |
| 10 | High Intermediate ESL |
| 11 | Advanced ESL Literacy |
| 12 | Transition to Postsecondary Education |
| 13 | Earn a GED |

Kentucky Adult Education
2008 Performance Report 12 hours or more.

| COUNTY: STATE | | | Load Date: 08-12-2008 | | |
|--|------------------------|-----------------|-----------------------|---------------|-------------|
| | | | PERFORMANCE | | |
| <u>State</u> | GOAL | ACTUAL | ACHIEVED | GOAL | ACTUAL |
| 1 Beginning ABE Literacy - Level 1 (0-1.9) | | 850 | 537 | 54 % | 63 % |
| 2 Beginning ABE - Level 2 (2.0-3.9) | | 4,186 | 2,391 | 51 % | 57 % |
| 3 Low Intermediate ABE - Level 3 (4.0-5.9) | | 7,623 | 4,405 | 53 % | 58 % |
| 4 High Intermediate ABE - Level 4 (6.0-8.9) | | 10,124 | 5,580 | 48 % | 55 % |
| 5 Low Adult Secondary Education - Level 5 (9.0-10.9) | | 3,561 | 2,026 | 51 % | 57 % |
| High Adult Secondary Education - Level 6 (11.0-11.9) | | 1,785 | | | |
| <u>Subtotal ABE/ASE</u> | | 28,128 | 14,939 | | |
| 6 Beginning Literacy ESL | | 632 | 334 | 38 % | 53 % |
| 7 Low Beginning ESL | | 442 | 265 | 44 % | 60 % |
| 8 High Beginning ESL | | 680 | 386 | 44 % | 57 % |
| 9 Low Intermediate ESL | | 650 | 372 | 58 % | 57 % |
| 10 High Intermediate ESL | | 514 | 292 | 57 % | 57 % |
| 11 Advanced ESL Literacy | | 470 | 199 | 44 % | 42 % |
| <u>Subtotal ESL</u> | | 3,388 | 1,848 | | |
| <u>Total ABE/ESL</u> | | 31,516 | 16,787 | | |
| <u>Total of Educational Levels Completions</u> | | 29,731 | 16,787 | | 56 % |
| GED GRADUATES | GOAL | ACHIEVED | ACTUAL | | |
| <u>STATE GOAL</u> | 10,631 | 10,094 | 95 % | | |
| NRS PERFORMANCE | STUDENTS w/GOAL | ACHIEVED | GOAL | ACTUAL | |
| 12 Earn a GED | 5,566 | 4,573 | 78 % | 82 % | |
| 13 Enter Post-Secondary Education/Training | 1,314 | 1,198 | 72 % | 91 % | |
| Learners with Multi-Level Gains | 5,942 | | | | |

Academic
Performance

Academic
Educational Level
Completions

Performance Comparison

Old Performance Model

- Meet or exceed enrollment goal and at least *70% of the NRS performance measures*
- *Performance incentive funding*
 1. Percent of performance measures achieved
 2. Percent of the county's base funding
 3. 7-10% is the range of incentive funding

New Performance Model

- Meet or exceed 90% of the enrollment goal and at least 53% of academic performance
- Enrollment is 12 hours or more
- Program Performance Funding
 1. Meet or exceed enrollment and academic performance
 2. Earn up to 13%
- Equally rewards performance for all 11 educational levels
- Student Performance Funding

Student Performance Categories

- Educational Level Completions (multiple)
- GED Graduates
 - < 2700 score
 - \geq 2700 score
- GED Graduates Transitioning to Postsecondary Education
- Adult Education Students Transitioning to Postsecondary Education (not counted in above category)
- Kentucky Employability Certification (KEC)/Kentucky Manufacturing Skills Standard (KMSS)
- Family Literacy (Educational Level Completion or GED + facilitated/un-facilitated PACT and Parenting)
- Gain Employment

Multiple Level Completions

Adult Basic Education and Adult Secondary Education (ABE and ASE)

| Levels | Reading | Math | Language |
|------------------------|---|--------------------------------|--------------------------------|
| Beginning ABE Literacy | Enroll & make level completion - Counts in Program Performance not Student Performance | Level completion – (5) | Level completion – (10) |
| Beginning ABE | Level completion - (1) | Level completion – (6) | Level completion – (11) |
| Low Intermediate ABE | Level completion – (2) | Level completion – (7) | Level completion – (12) |
| High Intermediate ABE | Level completion – (3) | Level completion – (8) | Level completion – (13) |
| Low Adult Secondary | Level completion – (4) | Level completion – (9) | Level completion – (14) |
| High Adult Secondary | Cannot make a level completion | Cannot make a level completion | Cannot make a level completion |

Multiple Level Completions

English as a Second Language (ESL)

| Literacy Levels | Reading | Listening | Writing |
|------------------------|---|------------------------|------------------------|
| ESL Beginning Literacy | Enroll & make level completion – Counts in Program Performance not Student Performance | Level completion– (6) | NA |
| ESL Low Beginning | Level completion- (1) | Level completion– (7) | Level completion– (12) |
| ESL High Beginning | Level completion– (2) | Level completion– (8) | Level completion– (13) |
| ESL Low Intermediate | Level completion– (3) | Level completion– (9) | Level completion– (14) |
| ESL High Intermediate | Level completion– (4) | Level completion– (10) | Level completion– (15) |
| ESL Advanced | Level completion- (5) | Level completion– (11) | Level completion- (16) |

Statewide Student Performance Funding Scenario

| Performance Category | Point Value | KYAE Performance FY 06-07 Data | KYAE Performance Points | KYAE Student Performance \$\$\$ |
|--|-------------|--------------------------------|-------------------------|---------------------------------|
| Educational Level Completions (multiple)* | 1 | 3,874 | 3,874 | \$50,875 |
| GED Graduates < 2700 score | 2 | 8,000 | 16,000 | \$210,117 |
| GED Graduates ≥ 2700 score | 4 | 1,000 | 4,000 | \$52,529 |
| GED Graduates Transitioning to Postsecondary Education | 3 | 2,000 | 6,000 | \$78,794 |
| Adult Education Student Transitioning to Postsecondary (not counted in above category) | 1 | 1,500 | 1,500 | \$19,698 |
| Family Literacy (Educational Level Completion or GED + Facilitated/Unfacilitated PACT and Parenting) | 1 | 4,000 | 4,000 | \$52,529 |
| Kentucky Employability Certificate (KEC)/Kentucky Manufacturing Skills Standard (KMSS) | 1 | 2,000 | 2,000 | \$26,265 |
| Gain Employment** | 1 | 700 | 700 | \$9,193 |
| Total | | 23,074 | 38,074 | \$500,000 |

Example budget \$500,000 to be distributed on a total point basis (FY 07-08).

To qualify for Student Performance Funding in 2008-09, a program must be in the Proficient or Excellence categories.

Beginning FY 08-09, budget to be distributed based on student outcomes for programs in Proficient or Excellence categories.

* FY 08-09 Multiple educational level completions making more than 1 level completion in multiple subjects. Includes credit for multiple educational level completions in each subject (ex. Reading, Math, Language).

**The Gain Employment measure must be set as a student goal and achieved within one quarter of student separation according to a state data match for enrolled students. Due to the timeframe of data matching, funds will be awarded based on the previous fiscal year data for this performance category. This will continue on an annual basis.

Student Performance Calculation

**Total Student Performance Budget
divided by the
KYAE Student Performance Points**

$$\text{\$500,000} \div 38,074 = \text{\$13.13}$$

County Student Performance Funding Scenario

| Performance Category | Point Value | County Performance FY 06-07 Data | County Performance Points | County Student Performance \$\$\$ |
|--|-------------|----------------------------------|---------------------------|-----------------------------------|
| Educational Level Completions (multiple)* | 1 | 170 | 170 | \$2,232 |
| GED Graduates < 2700 score | 2 | 50 | 100 | \$1,313 |
| GED Graduates ≥ 2700 score | 4 | 4 | 16 | \$210 |
| GED Graduates Transitioning to Postsecondary Education | 3 | 20 | 60 | \$788 |
| Adult Education Student Transitioning to Postsecondary (not counted in above category) | 1 | 10 | 10 | \$131 |
| Family Literacy (Educational Level Completion or GED + Facilitated/Unfacilitated PACT and Parenting) | 1 | 20 | 20 | \$263 |
| Kentucky Employability Certificate (KEC)/Kentucky Manufacturing Skills Standard (KMSS) | 1 | 10 | 10 | \$131 |
| Gain Employment** | 1 | 15 | 15 | \$197 |
| Total | | 299 | 401 | \$5,265 |

Example budget \$500,000 to be distributed on a total point basis (FY 07-08).

To qualify for Student Performance Funding in 2008-09, a program must be in the Proficient or Excellence categories.

Beginning FY 08-09, budget to be distributed based on student outcomes for programs in Proficient or Excellence categories.

* FY 08-09 Multiple educational level completions making more than 1 level completion in multiple subjects. Includes credit for multiple educational level completions in each subject (ex. Reading, Math, Language).

**The Gain Employment measure must be set as a student goal and achieved within one quarter of student separation according to a state data match for enrolled students. Due to the timeframe of data matching, funds will be awarded based on the previous fiscal year data for this performance category. This will continue on an annual basis.

Performance Funding Eligibility

| Example of an Excellent Program | | | | |
|----------------------------------|-------------------|------------|------------|--|
| | Needs Improvement | Proficient | Excellence | Performance Funding |
| Enrollment | | | ≥ 90% | Eligible for Program and Student Performance |
| Academic Performance | | | ≥ 53% | |
| Examples of a Proficient Program | | | | |
| Example 1 | | | | |
| | Needs Improvement | Proficient | Excellence | Performance Funding |
| Enrollment | | 70-89% | | Eligible for Student Performance |
| Academic Performance | | 45-52% | | |
| Example 2 | | | | |
| | Needs Improvement | Proficient | Excellence | Performance Funding |
| Enrollment | | 70-89% | | Eligible for Student Performance |
| Academic Performance | | | ≥ 53% | |
| Example 3 | | | | |
| | Needs Improvement | Proficient | Excellence | Performance Funding |
| Enrollment | | | ≥ 90% | Eligible for Student Performance |
| Academic Performance | | 45-52% | | |

“An unexamined life is not worth living.”

Socrates

An unexamined program is not worth delivering.

Accountability

Excellence

A program performing in Excellence in both enrollment ($\geq 90\%$) and academic performance ($\geq 53\%$).

Proficient

A program performing in Proficient or higher in enrollment (70-89%) and academic performance (45-52%).

Needs Improvement

A program performing in Needs Improvement in either enrollment ($<70\%$) or academic performance ($<45\%$).

Program Accountability & Support

- A program performing in Needs Improvement in either enrollment or academic performance for **one year** will be provided targeted program support.

| Year 1 | | | | Accountability & Support |
|----------------------|-------------------|------------|------------|--------------------------|
| | Needs Improvement | Proficient | Excellence | |
| Enrollment | <70% | | | |
| Academic Performance | | 45-52% | | Targeted Program Support |

Program Accountability & Support

- A program performing in Needs Improvement in either enrollment or academic performance for **two years** will be placed on **probation** and provided targeted program support.

| Year 2 | | | |
|--|-------------------|------------|------------|
| | Needs Improvement | Proficient | Excellence |
| Enrollment | | 70-89% | |
| Academic Performance | <45% | | |
| Accountability & Support | | | |
| Probation and Targeted Program Support | | | |

Program Accountability & Support

- A program performing in Needs Improvement in either enrollment or academic performance for **three consecutive years** will result in **contract termination**.

| Year 3 | | | |
|--------------------------|-------------------|------------|------------|
| | Needs Improvement | Proficient | Excellence |
| Enrollment | <70% | | |
| Academic Performance | | | ≥ 53% |
| Accountability & Support | | | |
| Contract Termination | | | |

Needs Improvement Examples

| Example of a Program in Needs Improvement in Either Enrollment or Academic Performance | | | | |
|--|-------------------------------|------------|------------|---|
| Year 1 | | | | |
| Enrollment | Needs Improvement <70% | Proficient | Excellence | Accountability & Support Targeted Program Support |
| Academic Performance | 45-52% | | | |
| Year 2 | | | | |
| Enrollment | Needs Improvement | Proficient | Excellence | Accountability & Support Probation and Targeted Program Support |
| Academic Performance | <45% | 70-89% | | |
| Year 3 | | | | |
| Enrollment | Needs Improvement <70% | Proficient | Excellence | Accountability & Support Contract Termination |
| Academic Performance | ≥ 53% | | | |

Program Accountability & Support

- A program performing in Needs Improvement in both enrollment and academic performance for **one year** will be placed on probation and provided targeted program support.

| Year 1 | | | |
|--|-------------------|------------|------------|
| | Needs Improvement | Proficient | Excellence |
| Enrollment | <70% | | |
| Academic Performance | <45% | | |
| Accountability & Support | | | |
| Probation and Targeted Program Support | | | |

Program Accountability & Support

- A program performing in Needs Improvement for **two consecutive years** in both enrollment and academic performance will result in **contract termination**.

| Year 2 | | | |
|--------------------------|-------------------|------------|------------|
| | Needs Improvement | Proficient | Excellence |
| Enrollment | <70% | | |
| Academic Performance | <45% | | |
| Accountability & Support | | | |
| Contract Termination | | | |

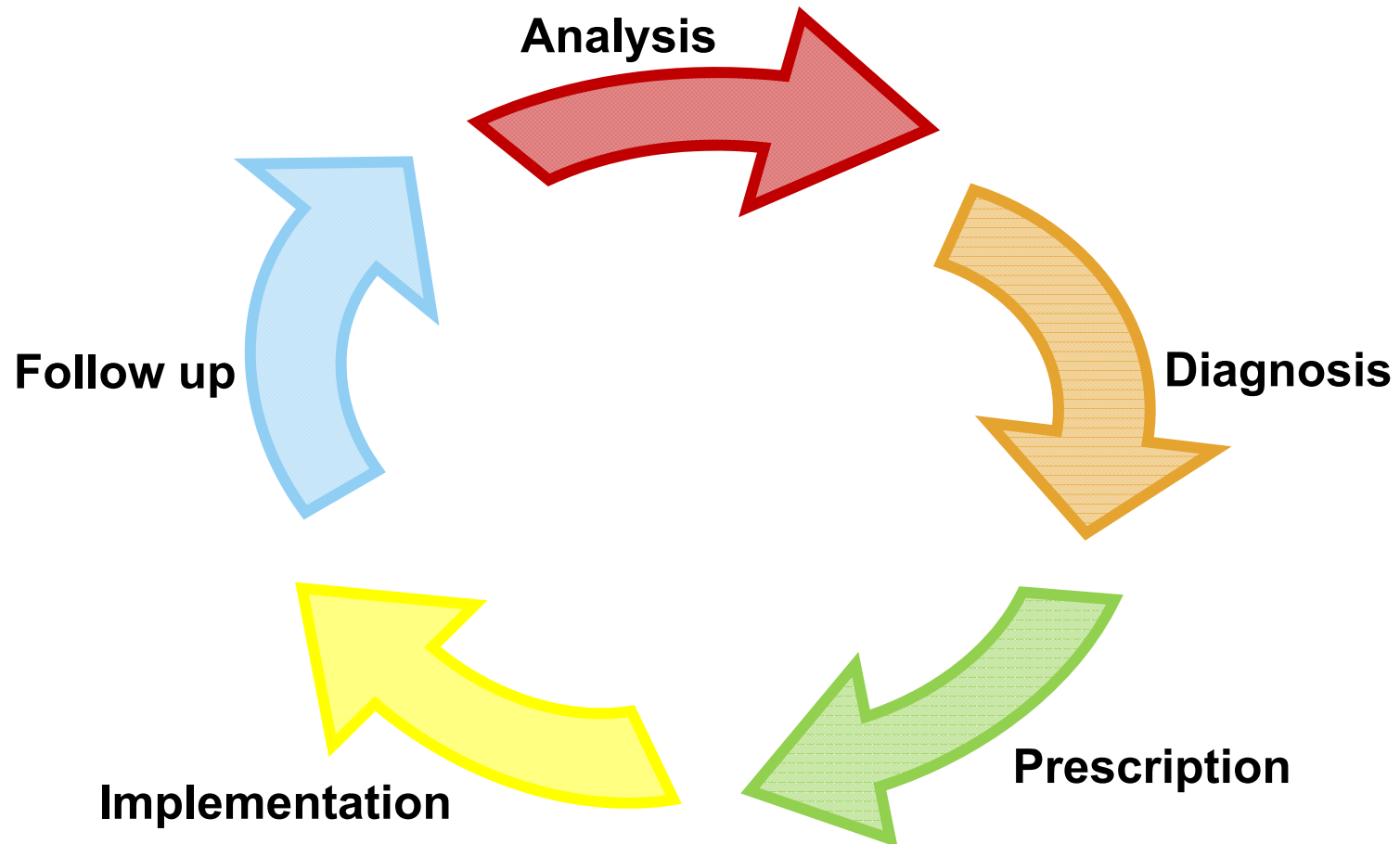
Program Accountability & Support

| Example of a Program in Needs Improvement in Both Enrollment & Academic Performance for 2 Consecutive Years | | | | |
|---|-------------------|------------|------------|--|
| Year 1 | | | | |
| | Needs Improvement | Proficient | Excellence | Accountability & Support Probation and Targeted Program Support |
| Enrollment | <70% | | | |
| Academic Performance | <45% | | | |
| Year 2 | | | | |
| | Needs Improvement | Proficient | Excellence | Accountability & Support Contract Termination |
| Enrollment | <70% | | | |
| Academic Performance | <45% | | | |

Targeted Program Support

- Targeted program support will be determined by a comprehensive evaluation of the program and any additional steps deemed necessary by KYAE.

Steps of Program Support in Needs Improvement





Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are the gateways to postsecondary education and highly skilled employment.